

18 When a serious illness In the Eyes of the Ancestors
caused by witchcraft has been cured, the patient

789 must be protected against reentry of the evil by a gift of medicine to the house. Palm crosses are made for the corner posts and the entry, and a medicine consisting of a mixture of garlic and creosote, the seeds of mustard, and *polhan*, a "hot" herb, is mixed. As the crosses are nailed on the posts, the curer marks a cross with the medicine over the palm cross. This "covers the eyes of the evil spirit" so that it will not enter the house.

796 The relationship between house spirit and the spirits of the residents is
342 an uneasy one. Fear is associated with this capricious spirit, who might make an alliance with evil spirits, and whose power is evident only in sickness and in death, never in good deeds. A sense of alienation is conveyed in the fact that the house spirit and the spirits of the spring are conceived of as Ladinos. Spirits of the house and of the landscape are exacting landlords from whom the tenants expect nothing in return for their offerings but freedom from harm. Acceptance of the offerings seals a contract between spiritual occupants that must continually be renewed in order to maintain the balance of security expressed in the phrase "to be of one heart." The payment of a "tribute" in the form of food, liquor, and entertainment is part of a larger strategy by which these Indians ensure their survival by appeasement of overlords, demanding government officials, and the very rats which live in their houses and feed on the corn they store in the eaves.

798 The springs. Other meeting grounds for the spirits of people and
312 places are the springs. The major spring, San Nicolás, is located on the southwestern periphery of the town. It provides drinking water and water for irrigating the cultivated lands. A second spring, called Pahaltón, lies closer to the village and provides a smaller stream of water directed into the canals irrigating the fields of the center. Some say the spirit of San Nicolás is a small Ladino boy; others say he is a man. The spirit of Pahaltón is a female non-Indian, or *Ladina*. The spirits of these waters are able to effect miraculous cures for patients who have lost their souls or those who are of two hearts because of upset social relations in the home. Male patients are brought to San Nicolás and female patients are brought to Pahaltón to seek a miracle. In the curing ceremony an arch of flowers entwined in pine boughs is constructed as closely as possible to the spring

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partners. He sold a few shares of a truck he and his family owned to Indians, but he retained the controlling interest. His wife was reputed to be a witch, and was an active curer, combining old and new treatments of illnesses.

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His position was challenged in the 1960s by the Ladino schoolmaster, who had been remarkably unsuccessful from his arrival in 1953 until that time in gaining personal power and influence. His intercession in a local homicide case involving a father's murder of his son outraged the townspeople, some of whom threatened to kill him. His attempts to have water installed aroused the curers against him since they were accustomed to bathing their patients at the source of the spring from which they were debarred when the plumbing was installed. His demands that children within the legal age limit should not only attend school but should be prohibited from marrying until they had completed their schooling caused the anger of parents who wanted to give their daughters in an early and profitable marriage.

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Gradually, however, the schoolmaster extended his own base of support. He minimized his attack on local customs, adhering only to those laws affecting the school population, over which he had a great deal of control. Some of his support came from the orthodox Catholic members of the community; he extended his control through compadre relationships with over eighty members of the community. He showed movies which he acquired from the United Nations and other educational film sources and gave away medicines acquired from the health officials in the state capital who were his friends. From one of these sources of philanthropy he acquired wool shawls which he gave to every woman in the town.

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The professor demanded no return from the townspeople other than their respect and admiration; he was a person who enjoyed commanding others and needed an arena in which to project his own personality. In his early years in the town, he had to satisfy this need by capturing stray tourists and plying them with soda pop or coffee. His first opportunity to gain leadership in the local sphere came in 1963, when he supported the new truck-owning cooperative. He used the influence of contacts in the state capital, including compadres, friends, and relatives of his wife's family. He promoted the cooperative's attempt to gain the presidency. One of the first

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acts of the new officials was to fire the Ladino secretary and install an Indian for the first time. The schoolmaster had won his battle for recognition. In every legal dispute in which the town became involved, the schoolmaster accompanied the town officials as they went to visit departmental and state leaders, acting as their spokesman. He never accepted even expenses for these trips. His satisfaction was in giving advice to the officials on all matters, in being the man whom outsiders consulted before anything could be accomplished, and in finding an audience.

The schoolmaster consolidated his position by drawing together all his supporters in a parent-teachers association, which served as a captive audience for his extended monologues. I was called upon as a witness to the installation of the members, and I took advantage of the occasion to record some of the schoolmaster's rhetoric as he addressed the "parents." In attendance were the president, his brother, four members of their truck-owning cooperative, and about ten other representatives. The teacher told me that they were the best people in town—not one of them had killed anyone! The excerpt below is not complete, but there was sufficient repetition in the schoolmaster's discourse so that nothing is lost.

Schoolmaster: "I don't fight with anyone. We do not come to fight. A schoolmaster is a guide to teach respect. I have thirty-three years teaching in pueblos of campesinos, poor people like you. I am your brother. I am your teacher. The ignorant people do not want to send their children to school. This is a good school, and there are those of you who have succeeded by learning. Ramon Leon was a boarding school student for two years. He and seven others have received scholarships. They accuse me of not working, but they do not know what is happening in the school. Those who know give congratulations to the school. The children of this school won the competition at the conference of teachers. It is neither a poor school with poor students, nor a rich school with rich students, but all are together. They say we do not teach. Compadre" (to president), "is this so? They say we only dance, but at the conference our students won the prize.

"This school is yours. It is better organized than any other. The flag which we had we gave to Villa Las Rosas because they are campesinos;

159 they are my friends. I prefer to send it there than to Teopisca, because
895 they are campesinos.

891 "I have proved to you I am a friend of campesinos and of the poor. I

563 don't have to say anything if I see that some are killing, that some are dis-

177 tilling liquor. This is an affair of the civil authorities, not of me. If some

178 come to tell me that so and so has killed someone, I close my ears.

• 557 "What is more important in life is what is in your head, not your cloth-
ing. Do you understand me?"

All reply, "Yes, maestro."

"If we are going to win over Teopisca and Villa Las Rosas, our children have to work hard. I had the luck of receiving a medal because I am one of the principal teachers and know the preparation of teachers. The Jefe of Operation put a medal on my breast and gave me an abrazo. Here is the picture taken two years ago—Lupe get the rag!" Schoolmaster dusts photograph with rag. "Here you see me with the medal on my breast.

"Who is more important—the one who accuses me and has to put his finger to sign the declaration, or those of you who can write?

"Now the schoolmaster does not give permission to let the children stay away from school. We do not have authority to release the children except for illness. Those children who go most often to school are those who get ahead. They speak idioma [native language] when they play, but when they enter the school they speak Castellano [Spanish].

"Now you know everything. I am happy with you. If there are some who are not happy that I am here, then I shall go happily. There are schools where schoolmasters hit the children. There is a school where the Indian teacher hit a child three times. This is a crime!

"I know where all this talk comes from. Don Ramon [Ladino secretary who supported opposing candidate mentioned above] has a truck—he and Doña Juana. They buy wheat and corn at half price. If the Indians do not pay off, they get double the return at the next harvest. My compadres have come and told me. Those who are with him are traitors to the pueblo. They are being exploited by him. They have two trucks in Teopisca. They come and ask people to sign a paper supporting their candidate. People sign because they are afraid the [Juana] will use witchcraft."

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President: "Ramon left her, but then he went back to her because of witchcraft."

Schoolmaster "This is the group which is against me and is against the pueblo."

Schoolmaster's wife: "You see how happy the pueblo is." She waves her hand to plaza where marimba is playing for the fiesta. "Everything is well organized. Not as it was formerly when Don Ramon was in town."

President: "You see how the pueblo is learning. The children are learning to knit. Everyone knits."

Schoolmaster, giving oath of office to parents: "In the name of the Secretary of Public Education, I ask you to serve with faithfulness to the pueblo. The school is the defense of the country. It is preparing you for tomorrow. The society of parents of the school represents you. Your children represent the future of the country in the sign of the three colors, and you have the obligation to defend the country. The country will become great when all the children know how to write. When Mexico has need of its children, the children will be prepared to die for the country. You should see that schools prepare the children. See Mexico is a country united."

"I have been here since 1953. It is not now as it was then. We have water, a highway. You are not in the state you were then."

"Today we see a kiosk." He waves hand to plaza. "Tomorrow we will have a telephone, telegraph, and a factory. It will be a grand pueblo, a civilized pueblo. There was a schoolmaster here who worked two days a week. I have worked every day since 1953. I secured eight scholarships for the children. If there are some who didn't go, it is because their father does not send them. If there are those who say the school does not function, they are traitors to the pueblo. Honorable Society of Fathers of Families, I am the schoolmaster. I shall explain. Give an applause." Applause.

The schoolmaster's discourse reveals several aspects of his position in the town. He indicates the lesson he has learned in avoiding interference in the town's social control system ("I don't have to say anything if I see that some are killing, that some are taking out trago. This is an affair of the

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